

EDUCATION

A. National.

1. ***Opinion on Strengthening Medical Education in Minority Areas*** (effective May 26, 1980, issued by the Ministry of Health, the State Ethnic Affairs Commission and the Ministry of Education).

(a) Higher medical educational institutes in minority areas should guarantee that an appropriate number of minority students are accepted each year, so that gradually the numbers will reflect the population ratio of the minority in the area.

(b) The language of instruction in the medical schools will be mainly Chinese. However, if schools have the resources, the minority language may be used as a language of instruction.

(c) Political, academic, and financial support should be given to medical teachers who are relocated to minority areas. Minority specialists and professors should be given more training and special support.

(d) To improve the teaching resources of medical schools in minority areas, economically developed provinces are to support such areas (*e.g.*, Beijing to support Inner Mongolia, Shandong to support Qinghai, Tianjin to support Gansu, Shanghai to support Yunnan and Ningxia, and the entire country to support Tibet). Medical schools in economically developed provinces are to be affiliated with those in minority areas, are to accept visiting teachers from minority areas to conduct advanced study and research each year, and are to send specialists to minority areas to teach and hold seminars and, in certain circumstances, to relocate to minority areas for several years to train the local professionals.

(e) Special attention should be given to the development of ethnic medical studies of the Mongolian, Tibetan and Uighur minorities. These studies will be arranged in Inner Mongolia, Qinghai and Xinjiang, respectively.

(f) The people's governments of each area should actively adopt measures to restore and build translation publishing houses for minority languages. Tibetan language texts are to be published and distributed by the Tibetan Autonomous Region and Qinghai Province.

2. ***Opinion on Strengthening the Professional Skills Education of Minorities and Minority Areas*** (effective April 8, 1992, Jiaozhi [1992] No. 8, issued by the State Education Commission).

(a) This Opinion implements the ***Decision of the State Council On Developing Professional Skills Education*** (the "Decision") in minority areas. The Opinion notes that China has 55 minorities and 143 impoverished minority counties. To speed up the economic development of minorities and minority areas, the Opinion notes that it is necessary to improve the quality of the labor force and strengthen scientific and

technical skills. The purpose of implementing the Decision is to cause the speedy and healthy development of professional skills education for minorities and minority areas.

(b) Government leaders at all levels should acknowledge the importance of developing professional education, make feasible plans and take effective steps to implement the Decision. Education should serve social and economic development. The Opinion notes that minorities and minority areas generally still depend on agriculture or animal husbandry, and therefore the development of professional skills education should focus on these two areas. The methods of conducting professional education should be flexible and varied in order to meet different requirements. Schools are encouraged to invest in and operate their own businesses to provide real work experiences. Local governments and authorities are to help schools solve difficulties in raising funds, selecting projects and selling products. Bank loans may be obtained to finance a portion of these activities.

(c) A certain portion of subsidies allocated by the central government to each province and autonomous region should be reserved for the development of professional education for minorities and minority areas. It is very important to improve the quality of teachers. Colleges and universities should undertake the responsibility to train teachers for professional schools. More college graduates should be assigned to positions in minority areas. Local governments and relevant authorities should help professional schools build production bases and laboratories or help schools rent or contract enterprises or fields, as well as factories for offsite training. Those who have received professional education should have priority in the hiring process.

(d) Governments at all levels should include professional education in overall social and economic development plans and create a good social environment for the development of professional education. Governments at the county level should organize leadership teams or commissions to formulate and regularly study professional education development plans, policies and measures, and solve problems that arise.

3. ***Opinion on the Recruitment of Excellent Minority Youth into Colleges and Universities*** (effective October 16, 1992, Jiaominting [1992] No. 13, issued by the Office of the State Education Commission).

(a) Excellent minority young people with work experience will have priority in admission into colleges and universities. The qualified candidates must be under the age of 28, shall have graduated from high school or the equivalent, have more than two years' working experience and shall have received county level or higher designations as a model worker or advanced worker. The candidates will take the national college admission exams. Commencing in fall 1992, this recruitment was to be conducted on a trial basis with a view to recruiting 50 minority students from Xinjiang, Ningxia, Gansu, Qinghai and Shaanxi.

4. ***Opinion on Supporting the Poor through Education in the 143 Impoverished Minority Counties Throughout the Country*** (effective October 19, 1992, Jiaominting [1992] No. 12, issued by the Office of the State Education Commission).

(a) As of 1992, the 143 impoverished minority counties constituted 42.8% of the total impoverished counties in China. The Opinion was issued to strengthen the social and cultural development of minority areas and promote common prosperity.

(b) One-on-one support relationships should be developed between colleges or universities in developed provinces and provinces in which the minority impoverished counties are located. These colleges and universities should recruit students from underdeveloped counties and train teachers. They should also train teachers in the underdeveloped counties and send their own teachers to teach there in order to improve the quality of teaching and education.

(c) Assistance agreements are to be entered into by the applicable education commissions and filed with the Minority Area Education Division of the State Education Commission by December 15, 1992.

5. ***Opinion on Strengthening Minority Education in Areas Where Minorities are Commingled*** (effective November 2, 1992, Jiaominting [1992] No. 15, issued by the Office of the State Education Commission).

(a) In most counties and cities in China, more than two minorities reside therein. Of the 100 million (approx.) in population of minorities, approximately 20 million people live with other minority groups throughout the country. The Opinion requires the education departments in each area to add to their agendas, and strengthen leadership over, minority education in areas where more than one minority live.

(b) In areas where minorities are clustered, if the conditions are suitable, schools are to be established where recruitment of minority students is predominant, but at the same time children of the Han race are to be recruited so that classes can be “mixed” so as to benefit mutual learning and promote friendship and unity of races. All schools may waive or lower tuition and other fees for minority students who are in the compulsory education stage who have special hardships. High schools and higher educational institutions may also, if required, appropriately lower the passing grade thresholds for minority students. The culture and traditions of minority students should be respected. Schools are to have special cafeterias to meet the special dietary needs of minority students.

(c) In developing professional education and applied technical training, all areas should fully take into account the special characteristics of the minority, as well as their traditions and technical skills. Schools should give attention to training multiple types and levels of technical workers for minorities. The technical work classes of ordinary elementary and middle schools may, in accordance with the special

characteristics of a minority, organize the study of such minority's traditions and technical skills.

(d) Teaching schools may have a quota for the admission of minority students from ethnically commingled areas. Minority graduates from teaching schools are to be given priority in assignments to schools for minorities or schools that have a large minority student population. Local authorities should encourage Han teachers with relatively great teaching experience to teach in minority schools.

(e) Fundraising for minority education in areas where minorities are commingled should be conducted via different channels, including government subsidies, donations and other sources.

(f) Teachers and students should respect each other's customs and culture, and establish the socialist viewpoint on minority relations, *i.e.*, equality of minorities, unity and mutual help. At the same time, the Party's freedom of religion policies are to be properly propagated and the principle that religion may not interfere with education is to be supported. Schools are to educate students on atheism and objectivism, so as to establish a scientific world and religious view.

6. ***Opinion on Strengthening Minority Preparatory Classes in Ordinary Colleges and Universities*** (effective November 17, 1992, Jiaominting [1992] No. 17, issued by the Office of the State Education Commission).

(a) The Opinion notes that from 1980 to 1991, more than 100 colleges and universities in China established minority preparatory classes. As a result, minority freshmen have been better prepared for their college education.

(b) The task of preparatory classes is to strengthen the study by minority students of cultural knowledge, especially in the areas of Chinese language, mathematics and foreign languages, as well as to strengthen the political education of students. Such classes should mainly recruit students from border areas or agricultural, pastoral or mountain areas. Certain accommodation in terms of admission may be made to candidates from areas that suffer special hardships.

(c) Students who successfully complete the one year preparatory program and who have a good political outlook will be admitted to colleges or universities after inspection by the school that organized the preparatory classes and such colleges or universities without taking the national college admission exams. Such students will enjoy the same treatment as those students in minority colleges or universities. The treatment of admitted students will be decided by the colleges and universities in which they have enrolled.

(d) Appropriate teaching plans and materials shall be written for such students.

(e) Government subsidies will be made for these preparatory classes based on standards set by the Ministry of Finance and the number of students.

7. ***Notice on Circulating the Guide on the Development of Electronic Education Systems for Minorities and in Minority Areas*** (effective March 9, 1993, Jiaodian [1993] No. 2, issued by the State Education Commission and the State Ethnic Affairs Commission).

(a) Up to 2000, the overall goal of the development of an electronic education system (“EES”) is to establish satellite television education networks, finish writing and translating teaching materials for elementary schools and middle schools, and improve the electronic education teams of EES organizations of counties and schools. Associated with all kinds of education systems in the minority areas, EES should focus on the training of basic teaching resources and introducing the techniques needed by these areas in order to improve the social and economic development of such areas.

(b) During the Eighth Five Year Plan, the government will install satellite transmitters and establish special education channels for minorities. Meanwhile, television transmission receiving stations should be built in approximately 70% of counties. More than 70% of boarding schools above middle school level should be able to receive programs provided by educational television stations. In addition to the development of satellite television networks, other electronic education facilities and equipment shall be built. Minority areas shall build and complete electronic education centers in accordance with regulations of the State Education Commission. During the Eighth Five Year Plan, teachers in elementary and high schools are to become familiar with EES through research and practical training. Educational institutes and teacher training colleges shall offer “Introduction to Electronic Education System” courses.

(c) Provincial governments and local education departments must include EES in their education development plans and prepare detailed plans and schemes for EES development. EES in minority areas will be a matter that will be evaluated at all levels of the education inspection system.

(d) Investment in EES is to be increased. The State will give support to minority areas that are relatively poor and backward. A portion of relevant special item subsidies may be used to develop EES.

8. ***Notice on Use of Uniform Textbooks for Students in Minority Preparatory Classes*** (effective May 12, 1993, Jiaominting [1993] No. 10, issued by the Office of the State Education Commission).

Students in minority preparatory classes are to use the four textbooks written and edited by specialists organized by the State Education Commission, and take exams based on those textbooks in accordance with the teaching plans and outlines published by the State Education Commission. The four textbooks are “Basics of the Chinese Language,” “Reading and Writing,” “Mathematics,” and “English.”

9. *Request of the State Education Commission, State Planning Commission and Ministry of Finance on Further Strengthening Education and the Work of Assisting Tibet* (issued on October 15, 1993 by the Office of the State Council).

(a) The Request follows a meeting held in Beijing from March 9 to 11, 1993 to discuss education and assisting Tibet. During the meeting, an Agreement on Educational Assistance for Tibet was signed to implement the tasks of establishing classes for Tibet. The relevant provinces, municipalities and departments are to make educational assistance to Tibet an important political task to complete.

(b) The State Education Commission's main tasks are to research and formulate policies for educational support to Tibet. The main tasks of the Tibet Autonomous Region include organizing students to go to schools in the interior, allocating stipends, selecting and sending out Tibetan language teachers, determining the annual plans for the recruitment of students to the interior, and making arrangements for graduates who return to Tibet.

(c) Relationships and cooperation between Tibet and the interior provinces and municipalities are to be strengthened.

(d) The normal funds for middle school classes and specialist classes for Tibetans in the interior shall be provided by the Tibetan local finances, and any shortages may be made up by the provincial and municipal people's governments and departments that have undertaken the tasks. These provinces, municipalities and departments shall also be responsible for providing an appropriate level of operating expenses and construction investment.

10. *Notice on the Summary of a Meeting Regarding Basic Textbooks for Minority Preparatory Classes* (dated December 31, 1994, issued by the State Education Commission and the State Ethnic Affairs Commission).

This Notice contains a summary of a meeting held in Wuhan, November 7-10, 1994, to discuss the use of the four basic textbooks for minority preparatory classes. The participants at the meeting were persons responsible for the preparatory classes at 32 institutions, specialists and teachers, as well as relevant government officials. The meeting evaluated the use of the four textbooks and offered recommendations to improve them.

11. *Notice on the Recruitment by Ordinary Colleges and Universities of Students for Minority Preparatory Classes in 1998* (dated April 17, 1998, issued by the Ministry of Education).

(a) The Notice permits ordinary colleges and universities administered directly by certain provinces, cities, autonomous regions, as well as the Ministry of Water Resources and other commissions under the State Council, to recruit students for minority preparatory classes.

(b) As part of the special policies of the Party and the government to develop minority education, colleges and universities that have preparatory classes for minority students are to lower the admission score for minority students. Preparatory classes are only for minority students.

(c) Those colleges and universities that fail to implement the admission rules regulations on student recruitment will in the following year have their minority student recruitment plans reduced or their qualification to recruit minority preparatory class students cancelled.

(d) The appendix to the Notice sets forth the number of students to be recruited in 1998 to various colleges and universities, including those in Sichuan Province, Yunnan Province, Tibet Autonomous Region, Qinghai Province and Gansu Province.

12. ***Notice on Implementing Recruitment Plans for Minority Classes in 1999 in 11 Universities Directly Administered by the Ministry of Education including Beijing University*** (dated December 30, 1998, issued by the Office of the Ministry of Education).

(a) The Notice continues the efforts to establish minority classes in 11 institutions of higher learning, for the purpose of training and educating specialists in minority areas, and promoting social and economic development in minority areas.

(b) In 1999, Beijing University, Tsinghua University, Dalian Science and Technology University, Qingdao Maritime University, Zhongshan University, Beijing Normal University, China East Normal University, China Central Normal University, North East Normal University, Southwest Normal University and Shaanxi Normal University were to recruit an aggregate of 570 minority students.

(c) Students of minority classes are to receive an undergraduate education. However, apart from students enrolled in minority classes in Beijing University and Tsinghua University (who were to receive undergraduate education directly), students in the other nine universities were to enroll in preparatory classes established by such universities or other institutions delegated to provide such classes. Only those students who passed the relevant exams were to be admitted into the undergraduate classes. Those who failed the exams were to return to their original residence.

(d) The treatment of students, the fees payable by them and other matters were to be handled with reference to the relevant regulations of the applicable institute.

(e) Graduates of minority classes were in all cases to return to their original province or autonomous region to work.

13. ***Notice on Fulfilling Recruitment Plans for Minority Classes in Universities Directly Administered by the Ministry of Education*** (dated May 19, 1999, issued by the Ministry of Education).

This Notice is similar to the Notice described in Item 11 and applies to the same universities covered by Item 11 (other than Beijing University).

14. ***Notice on Distributing Year 2000 Recruitment Plans for Minority Preparatory Classes in Universities*** (effective May 24, 2000, Jiaomin [2000] No. 10, issued by the Ministry of Education).

(a) In 2000, the total number of minority students to be admitted to preparatory classes in universities directly under the central government, ministries and commissions is increased to 3,000. Minority students are to be recruited through the same process as other students, but the admission score for them may be 80 points lower than the lowest score of other students.

(b) The treatment of students, the fees payable by them and other matters are to be handled in accordance with the relevant regulations of the applicable institute.

(c) It is very important for minority students in the preparatory classes to study three basic classes—Chinese language, mathematics and English.

(d) Students in preparatory classes will be assigned to study specialist topics that are needed for the development of their minority areas. Special methods are to be adopted and conditions created to select some outstanding minority students for enrollment into graduate studies.

(e) After graduation, in all cases, the minority students are to return to their original place of residence to work. Each province, autonomous region or directly administered municipality is actively encouraged to accept these graduates and to pay attention to using them and creating the conditions to make full use of them.

(f) Universities may not recruit non-minority students for the minority preparatory classes.

15. ***Decision of the State Council on Deepening Reform and Speeding Up the Development of Education of Ethnic People*** (July 7, 2002).

(a) The Decision notes that in recent years international conflicts have worsened, foreign hostile forces and religious extremists have allied themselves with separatists in the country and have created disturbances in several ethnic areas, carrying out separatist activities and seeking to infiltrate education to breed separatist forces amongst the generation of youth. Accordingly, the Decision notes the policies to be adopted to tackle these problems.

(b) The Decision notes that the two basic goals are to implement nine years compulsory basic education and eliminate illiteracy of youths. In the Tenth Five Year Plan through to 2010, the tasks are to realize these two goals from 51% to 70% of the county level administrative units and to implement elementary level compulsory education in 95% of the areas.

(c) One of the principles of the work on ethnic education is to maintain the separation of religion and education. No organization or individual may use religion to interfere with the education of the people and may not use any means to propagate religion in schools. Teachers of all ethnic groups are to further strengthen their atheism and materialism education and increase their scientific thinking to establish a scientific world view.

(d) In terms of funding, central government funding for education shall focus on key areas for ethnic work — remote agricultural and pastoral areas, high mountain plateaus, border areas and sparsely populated backward areas where minorities are concentrated. The central finances shall use comprehensive transfers to give financial support for student living expenses for elementary and middle school students that are in boarding schools in agricultural and pastoral areas, mountain regions and border areas. Financial departments at all levels in minority and western areas are also to establish special funds for living subsidies for boarding students. Allocations of educational loans from international organizations or contributions from foreign countries or Hong Kong, Macau or Taiwan are to lean towards minority and western areas.

(e) Relationships between schools in the east and schools in poor areas in the west are to be strengthened so that there is assistance in funding, equipment, teaching resources, teaching experience and other matters.

(f) Bilingual instruction is to be strongly promoted. Bilingual teaching materials are to be included in the local education development plans. Conditions shall be created to gradually offer Chinese language classes from first grade in ethnic schools. The right of minorities to use their own language to receive education shall be respected and guaranteed.

(g) The Decision reaffirms that China is a socialist nation consisting of many ethnic groups, and that the joint responsibility of all ethnic groups is to strengthen the unity of ethnic groups, safeguard the unity of the Motherland, and oppose the separation of ethnic groups. All teachers and students shall strengthen their understandings that Han Chinese cannot be apart from minorities, minorities cannot be apart from the Han Chinese and minorities cannot be apart from each other.

16. ***Opinion on Accelerating Professional Education Reform and Development for Minorities and Minority Areas*** (effective July 28, 2000, Minweifa [2000] No. 199, issued by the State Ethnic Affairs Commission and the Ministry of Education).

(a) The Opinion notes that China is a united socialist country of many minorities, with 55 minorities and a minority population of more than 100,000,000 people, constituting more than 8% of the country's entire population. The land mass of minority areas or autonomous regions is 64% of the entire country's land mass, and 19,000 kilometers out of 22,000 kilometers of border are in minority areas. Moreover, two or more minorities live in almost all large cities and counties. The Opinion recognizes that speeding up the development of minorities and minority areas is not only a major economic issue, but also a major political issue.

(b) Professional education has not been able to meet the needs of the economic development of minority areas or social development. Speedy development of professional education is required. The Opinion is to implement the Professional Education Law of the People's Republic of China.

(c) Professional education networks are to be established on the basis of current township and village cultural and technical schools and village technology marketing stations. Each town or village school should have its own satellite and electronic equipment. Through to 2005, the number of people who have received high school education in minority areas should account for approximately 50%, with the areas with relatively faster economic development exceeding 50%.

(d) Each area is to maintain the same level of annual increases in the allocation of funds as is made by ordinary institutes. An appropriate percentage of township professional education subsidies granted by the central government to the provinces and autonomous regions is to be allocated to professional education for minorities and minority areas. The funds used by the local governments in minority areas for professional education is to increase as a portion of the local area finances each year.

(e) A supervision and evaluation system will be established to evaluate the quality of professional schools in minority areas.

B. Tibet Autonomous Region.

1. ***Measures for the Implementation of the Teachers Law of the People's Republic of China*** (effective April 1, 1998, adopted on January 9, 1998 by the 28th Session of the Standing Committee of the Sixth People's Congress of the TAR).

(a) These Measures have been formulated in accordance with the Teachers Law of the People's Republic of China. The TAR education administrative departments are responsible for overseeing teaching in the TAR. The education administrative departments in each area (municipality) or county are responsible for teaching within their levels of authority. Schools and educational organizations established by state agencies, social groups and enterprises are supervised by the departments in charge of these agencies, groups or enterprises.

(b) The people's government of the TAR and districts (municipalities) are to adopt measures to ensure the training of teaching students so as to establish a high quality team of teachers. These students are to enjoy tuition waivers and special scholarships. They are obligated to teach for at least eight years after their graduation. A graduate who has not completed his term of service may not leave the education department. Special permission is required for leaving the education department in special circumstances. Preferential treatment is to be provided to encourage teachers to remain teachers and to teach at the county level or below. In addition, teachers are to receive on-going training every three or five years. Training funds are to be provided by education administrative departments from their education funds and may not be less than 1% of the aggregate salaries of all teachers.

(c) The average salary level of teachers may not be higher nor less than the average salary level of government employees at same level. The Measures also make provision for pension levels, benefits to children of teachers who have taught for 10 or more years at the county level or lower, the building of housing for teachers (with space larger than the average space for local residents), and special bonuses for teachers who have been recognized as making exceptional contributions or, for two consecutive years, have been designated as exceptional teachers or model teachers.

(d) The authorities may cancel a teacher's qualification if he or she acts to destroy minority unity or to cause a break up of the Motherland or teaches students the ideas of destroying minority unity or the breaking up of the Motherland. The authorities may sanction a teacher or cancel his or her qualifications if he or she advocates religious ideas to minors (*i.e.*, persons under the age of 18) or forces them to believe in a religion.

2. ***Measures for the Implementation of the Regulations on Education Institutes Sponsored by Social Resources*** (effective December 23, 1998, adopted on September 29, 1998 by the 13th Session of the Standing Committee of the People's Government of TAR).

These Measures are to implement the *Regulations on Education Institutes Sponsored by Social Resources* promulgated on July 31, 1997, and effective October 1, 1997. The Regulations were repealed by the *Law of the People's Republic of China on the Promotion of Private Education*, which was enacted by the Standing Committee of the National People's Congress on December 28, 2002, and effective September 1, 2003. Accordingly, these Measures are likely to have been repealed. **(To be verified.)**

3. *Measures for the Implementation of the Law of the People's Republic of China on Compulsory Education* (adopted on February 25, 1994 by the 8th Session of the Standing Committee of the Sixth People's Congress of the TAR, and amended on November 23, 2001 by the 23rd Meeting of the Standing Committee of the Seventh People's Congress of the TAR).

(a) These Measures have been formulated in accordance with the Compulsory Education Law of the People's Republic of China (the "PRC Compulsory Education Law") and the realities of Tibet.

(b) Tibet will gradually institute a system of nine-year compulsory education based on the status of the social and economic development in each area. The basic system includes elementary education of six years and junior high school education of three years. Upon the approval of the education administrative departments of the TAR People's Government, another school system may be implemented. Elementary education in pastoral areas may be divided into stages. Areas that have difficulties may first implement three years of compulsory elementary education. The TAR shall adopt special measures to help the Menba, Luoba and Naxi minorities develop educational institutions in the TAR to speed up compulsory education in the areas where these minorities live.

(c) No person may use religion to obstruct the implementation of compulsory education, or to engage in religious activities in elementary and high schools. Teachers may not disseminate religion in the course of their teaching activities.

(d) All children who have reached the age of six shall enroll in school and receive compulsory education for the prescribed number of years, regardless of their sex, minority or race. In agricultural or pastoral areas, the school age may be seven. In areas where the population is especially sparse, upon the approval of the county level people's government education administrative departments, the school age may be further postponed, but may not exceed nine years.

(e) Each level of people's governments shall gradually create the conditions for special education schools or classes for children who are blind, deaf, mute or mentally disabled.

(f) Schools may not charge tuition for students receiving compulsory education (except for miscellaneous fees). The TAR will adopt special measures to assist students from families with economic difficulties to attend school.

(g) Schools must implement the teaching plans formulated by the education administrative department of the TAR and use the textbooks selected by it. A system of the Tibetan and the Chinese languages as languages of instruction will be improved by the TAR, with the primary language being Tibetan. Schools shall ensure that minority students first learn the minority language commonly used in the locality, but at the same time study the Chinese language. Schools that use the Chinese language shall promote the use of Putonghua (*i.e.*, the speech based on Beijing pronunciation), and standardized Chinese characters.

(h) Units or individuals who employ children who should receive compulsory education for commercial activities or to engage in other employed labor shall be sanctioned in accordance with State regulations on the prohibition on the use of child labor.

4. ***Measures for the Implementation of the Law of the People's Republic of China on Professional Education*** (effective June 1, 2002; adopted on March 26, 2002 by the 25th Session of the Standing Committee of the Seventh People's Congress of the TAR).

(a) These Measures have been formulated in accordance with the Law of the People's Republic of China on Professional Education, taking into account the actual situation of the TAR. The Measures apply to professional schools of all types and levels and to all forms of professional training within the administrative regions in the TAR.

(b) The TAR shall gradually establish a four tier (autonomous region, municipality, county and township) professional skills education network. The TAR People's Government shall establish professional schools and professional training organizations and promote their role.

(c) People's governments at or above the county level shall mainly establish preliminary level professional education, focusing on the establishment of professional technical skills training centers and county (township) agricultural/animal husbandry cultural and technical institutes for the purpose of actively developing practical technical training for the agricultural and animal husbandry industries.

(d) The establishment of professional schools or professional training organizations shall require the approval of the education administrative departments, the labor and social security departments and other administrative departments.

(e) All sorts of methods to raise funds may be used such as financial allocations and financial subsidies. Relevant trades, enterprises and units may bear reasonable costs, persons setting up schools may raise their own funds, students may pay fees and donations may be made by the public. People's governments at the county level and above shall appropriate funds from their fiscal budget to fund professional education. Governments at various levels shall allocate an appropriate portion of

revenues from educational surcharges to finance the development of professional education.

(f) Professional schools and training organizations shall collect tuition from students (who are not in the compulsory education stage). Tuition may be reduced or waived for those with financial difficulties or physical disabilities. The amount of tuition shall not exceed the standards set forth in relevant regulations.

C. Gansu Province.

1. ***Measures of Gansu Province for the Implementation of the PRC Compulsory Education Law*** (adopted on September 3, 1990 by the 16th Session of the Standing Committee of the Seventh People's Congress of Gansu Province; amended on May 28, 1997 by the 27th Session of the Standing Committee of the Eighth People's Congress of Gansu Province; and further amended on March 30, 2002 by the 27th Session of the Standing Committee of the Ninth People's Congress of Gansu Province).

(a) These Measures have been formulated to implement the PRC Compulsory Education Law, taking into account the province's actual conditions. The province will, in accordance with the situation of differing economic and cultural development, gradually implement nine years of compulsory education. City areas where the economy is relatively developed and the cultural foundation is good shall actively implement nine years of compulsory education. Towns and townships and villages where the economic and cultural foundations are relatively good, but the school conditions or quality of teachers are lacking may, as a first step, implement compulsory education for preliminary grades. Villages whose economic conditions are poor and the cultural foundations weak may first implement compulsory education for the first three or four years of elementary school. The goal is to implement nine years of compulsory education throughout the province by 2010.

(b) Schools are to promote Putonghua and the regular use of simplified Chinese characters. Minority schools and schools that recruit minority students as their main student body may concurrently use the language of the minority and Chinese as languages of instruction.

(c) All children who have reached the age of six, regardless of their sex, ethnic group or race, shall enroll in school and receive the period of compulsory education stipulated by the locality. The age may be seven in areas that do not have the necessary conditions.

(d) No unit or individual may employ school age children who should receive compulsory education for child labor, business or other activities.

(e) School fees shall not be charged for compulsory education. Miscellaneous fees may be collected in the compulsory education stage. Reductions of or exemptions from miscellaneous fees may be granted to students from families with economic difficulties.

(f) It is strictly forbidden to use religious activities to obstruct the implementation of compulsory education.

2. ***Regulations of the Gannan Tibetan Autonomous Prefecture for the Implementation of the PRC Compulsory Education Law*** (effective December 5, 1999; approved by the 13th Session of the Standing Committee of the Ninth People's Congress of Gansu Province).

(a) These Regulations have been formulated to implement the PRC Compulsory Education Law, taking into account the actual situation of basic education in the Gannan Tibetan Autonomous Prefecture (“Gannan”). The people’s governments at various levels in the prefecture, counties and townships are responsible for making and implementing plans with respect to compulsory education in their jurisdictions. Together with education administrative departments and schools, they shall publicize the PRC Compulsory Education Law and other relevant educational rules and regulations.

(b) All children who have reached the age of six (or seven) shall enroll in school and receive compulsory education, regardless of their sex or minority. In distant pastoral areas, the school age may be postponed to eight years.

(c) The people’s government of each county or township shall develop special education to ensure that disabled children may receive compulsory education.

(d) Organizations and individuals are prohibited from employing children who should receive compulsory education to work or engage in other business activities or other occupations. Religious facilities may not accept children who are of the school age to receive compulsory education to become monks.

(e) Schools providing compulsory education may charge miscellaneous fees in accordance with the standards set by the province or prefecture. The people’s governments at all levels shall establish financial aid funds and scholarships to make grants and scholarships to families with economic difficulties or to students with good grades.

(f) The people’s governments at county and town levels shall adjust the location of schools in accordance with the distribution of the population and geographical conditions. Most schools shall operate on a full time basis and be financed by governments. Boarding schools shall be established in pastoral or mountain areas.

(g) Schools shall carry out teaching activities in accordance with the guiding plan on courses and the teaching manual distributed by the state education departments in charge and the lesson plans formulated by the provincial level education departments in charge.

(h) All schools shall promote the use of Putonghua. In schools whose main student body is Tibetan, the languages of instruction shall be both Tibetan and Chinese. After having a basis in the Tibetan language, students shall study Chinese. In addition, foreign language study is encouraged. In localities where Tibetan is the language in common use, the language of instruction will be Tibetan, and Chinese shall be taught as a single subject, and vice versa. Schools that use two languages of instruction shall use the teaching materials co-edited by five provinces and autonomous regions. If the provincial level education departments in charge have delegated authority,

then the teaching materials published by the education administrative departments of the prefecture may be used as supplementary materials.

D. Qinghai Province.

1. ***Measures of Qinghai Province for the Implementation of the PRC Compulsory Education Law*** (effective October 1, 1988; adopted on September 2, 1988 by the Fourth Session of the Standing Committee of the Seventh People's Congress of Qinghai Province, and amended on August 28, 1992 by the 28th Session of the Standing Committee of the Seventh People's Congress of Qinghai Province).

(a) These Measures have been formulated to implement the PRC Compulsory Education Law, taking into account the province's actual conditions. A system of nine years compulsory education is to be implemented in the entire province. Specific reference is made to (i) municipal areas of Golmud and Delingha, the administrative areas of Mangan, Linghu and Dachaidan in the Haixi Mongolian and Tibetan Autonomous Prefecture, which are to strive to implement a nine year compulsory education system or compulsory elementary and high school education by the end of the 20th century, (ii) Guide county of the Hainan Tibetan Autonomous Prefecture, Haiyan county of the Haibei Tibetan Autonomous Prefecture, and Wulan county, Jiaolan county, Golmud and Delingha municipality of the Haixi Mongolian and Tibetan Autonomous Prefecture are to strive to implement compulsory elementary education by the end of the 20th century; (iii) Gonghe, Guinan and Tongde counties of the Hainan Tibetan Autonomous Prefecture, Gangcha and Qilian counties of the Haibei Tibetan Autonomous Prefecture and Jianzha and Tongren counties of the Huangnan Tibetan Autonomous Prefecture are to strive to implement compulsory elementary education by 2010; and (iv) Zeku county of Huangnan Tibetan Autonomous Prefecture, Xinghai county of Hainan Tibetan Autonomous Prefecture, Tianjun county of the Haixi Mongolian and Tibetan Autonomous Prefecture, Maqin, Dari, Gande, Banma, Maduo and Jiuzhi counties of the Guoluo Tibetan Autonomous Prefecture, Yushu, Rangqian, Chengduo, Qumaicai, Zaduo and Zhiduo counties of the Yushu Tibetan Autonomous Prefecture are to strive implement three to four years of compulsory education by 2010.

(b) All children who have reached the age of six shall enroll in school and receive compulsory education for the prescribed number of years. In areas lacking the conditions for schools, the school age may be postponed to seven years. In remote mountainous and purely pastoral areas where the population is sparse, the school age may be postponed to nine.

(c) No unit or individual may employ children who should receive compulsory education as child labor.

(d) Schools should promote the use of Putonghua. In schools whose main student body consist of minority students, the use of the local minority language and written language and the language and written language commonly used in the entire county shall be supported. If there is no minority written language, the language of instruction shall be the language commonly used in the entire country, and the minority language will be a complementary language of instruction.

(e) It is forbidden to use religion to obstruct or hinder the activities of compulsory education. No religion may be advocated in schools, nor may superstitious thinking be propagated to students.

2. ***Compulsory Education Regulations of Yushu Tibetan Autonomous Prefecture*** (effective November 23, 1994; adopted on May 13, 1994 by the Fifth Session of the Eighth People's Congress of the Yushu Tibetan Autonomous Prefecture of Qinghai Province and approved on November 23, 1994 by the 13th Session of the Standing Committee of the Eighth People's Congress of Qinghai Province).

(a) These Regulations have been formulated to implement the PRC Compulsory Education Law, taking into account the actual situation of the prefecture.

(b) Each county and township in the prefecture shall implement differing periods of compulsory education in accordance with their economic and cultural education foundations. The steps and aims are to implement (i) nine years compulsory education by 2000 at the townships under the prefecture and county levels, (ii) six years compulsory education by 2005 in the villages of Yushu, Chengduo and Xiangqian Counties, and (iii) three to four years compulsory education in the villages in Zaduo, Zhiduo and Qumacai Counties and the pastoral villages of Yushu, Chengduo and Xiangqian Counties.

(c) All children who have reached the age of seven shall enroll in school and receive compulsory education for the prescribed number of years, regardless of their sex or minority. If possible, in certain areas, children of six years may also enroll in school. In agricultural or pastoral areas where conditions are difficult, the school age may be postponed to nine.

(d) No unit, organization, group or individual may employ children who should receive compulsory education for work, farm work, shepherding or business activities or to enter temples to observe religion.

(e) Fees shall not be charged for compulsory education. If due to economic difficulties, children cannot be enrolled or cannot continue their studies, schools may reduce or waive their miscellaneous charges or book fees. The people's government or the village standing committee may give subsidies to the school or students.

(f) Ordinary schools shall primarily use the Chinese language for teaching and may add Tibetan language classes at appropriate grades in accordance with realities. Minority schools shall primarily use the Tibetan language for teaching and may add Chinese classes at appropriate grades.

3. ***Compulsory Education Regulations of the Guoluo Tibetan Autonomous Prefecture*** (effective October 1, 1995; adopted by the Sixth Session of the Ninth People's Congress of the Guoluo Tibetan Autonomous Prefecture of Qinghai

Province and approved by the 19th Session of the Standing Committee of the Eighth People's Congress of Qinghai Province on July 29, 1995).

(a) These Regulations are formulated to implement the PRC Compulsory Education Law, taking into account the actual situation of the prefecture.

(b) The specific steps and aims of the prefecture are to implement by 2000 (i) nine years compulsory education in the townships under the prefecture or county levels, (ii) six years compulsory education in agricultural areas, and (iii) three or four years compulsory education in purely pastoral areas.

(c) Schools have the responsibility of promoting and using Putonghua. Ordinary schools shall primarily use the Chinese language for teaching and may add Tibetan language classes at appropriate grades in accordance with realities. Minority schools shall primarily use Tibetan for teaching and may add Chinese language classes at appropriate grades.

(d) All children who have reached the age of six shall enroll in school and receive compulsory education for the prescribed number of years, regardless of their sex or minority. In pastoral areas where the population is dispersed, the school age may be postponed to nine.

(e) No unit or individual may employ children who should be receiving compulsory education for work, farm work, shepherding or other business activities. School age children may not enter temples to become monks.

(f) If due to economic difficulties, children cannot be enrolled on a timely basis, schools may reduce or waive their miscellaneous fees and book fees. The people's government or the pastoral (village) standing committee may give schools subsidies.

4. ***Minority Education Regulations of the Hainan Tibetan Autonomous Prefecture*** (effective October 1, 1994; adopted on March 30, 1994 by the Sixth Session of the Standing Committee of the Ninth People's Congress of the Hainan Tibetan Autonomous Prefecture of Qinghai Province, approved on July 30, 1994 by the 11th Session of the Standing Committee of the Eighth People's Congress of Qinghai Province; adopted on November 30, 1997 by the Third Session of the Tenth People's Congress of Hainan Tibetan Autonomous Prefecture and amended and approved on April 3, 1998 by the First Session of the Standing Committee of the Ninth People's Congress of Qinghai Province).

(a) These Regulations are formulated in accordance with the PRC Compulsory Education Law, taking into account the actual situation of the prefecture. The prefecture's minority education is primarily Tibetan education, at the same time, attention is given to the development of education of other minorities.

(b) Minority elementary schools with Tibetan students as their main student body shall use Tibetan as their language of instruction, and introduce

Chinese language classes at appropriate grades. Minority middle schools with Tibetan students as their main student body shall use the Tibetan and Chinese languages as their languages of instruction. Putonghua will be used for Chinese language as a language of instruction. In minority schools where other minorities are the main student body, concurrently with studying the language of such minority, the Chinese language will also be studied.

(c) The prefecture will implement a nine year compulsory education system step by step. By the end of the 20th century, agricultural areas under the prefecture and county governments will basically implement nine years of compulsory education and pastoral areas (other than border areas) will basically implement six years of compulsory education. The boarding system is the major form for elementary schools in pastoral areas. Minority middle level education shall be strengthened and developed. Existing minority junior high schools are to be operated well so that they can gradually reach the scale stipulated by the State. Villages with the appropriate conditions may build new minority junior high schools or set up minority classes in ordinary middle schools. Minority middle schools shall be appropriately developed.

(d) Minority schools shall offer classes in accordance with the guidelines stipulated by the State. Elementary schools in pastoral areas that do not have the conditions to offer complete courses may teach students in their own minority languages and mathematics. Some minority middle schools may offer foreign language classes. Minority schools with Tibetan students as their main student body shall use the Tibetan textbooks co-edited by five provinces.

(e) The prefecture shall use its efforts to develop minority professional education, and adult education. Adult education shall focus on the task of educating the illiterate. Towns and villages shall also sponsor multiple forms of cultural and technical schools and organize agricultural and pastoral workers to study culture and science. People's governments at various levels shall strengthen the training of minority cadres.

(f) Minority teaching schools are established for the purpose of educating qualified elementary school teachers. Admissions of the students primarily depend on their exam scores in Tibetan language and Chinese language and other courses shall also reach appropriate standards. The teaching schools shall strengthen the teaching of the Tibetan and Chinese languages and other subjects so that students can master the two languages and other subjects required of a primary school teacher.

(g) Children of six years are to be enrolled at school for the prescribed period of compulsory education. Children who live in remote areas where the population is dispersed may delay their enrollment, but no later than nine years.

(h) No unit, group or individual may employ children who should receive compulsory education for work. A religious temple may not recruit children who should receive compulsory education to receive religious instruction.

(i) It is forbidden to use religion to obstruct or interfere with minority education. It is not permitted to propagate superstitious thinking to students.

5. ***Working Regulations of the Guoluo Tibetan Autonomous Prefecture for the Elimination of Illiteracy*** (effective November 11, 1998; adopted on May 23, 1997 by the Second Session of the 11th People's Congress of Guoluo Tibetan Autonomous Prefecture of Qinghai Province and approved on September 25, 1998 by the Fourth Session of the Standing Committee of the Ninth People's Congress of Qinghai Province).

(a) The illiteracy elimination program is targeted against illiterate or semi-illiterate persons between the ages of 15 and 40. Children of school age who live in remote pastoral areas and because of limited conditions have not been enrolled in school to receive elementary compulsory education are also to participate in literacy education.

(b) Temples and educators are encouraged to participate in the elimination of illiteracy. The uniform teaching materials prepared by Qinghai Province are to be used in the elimination of illiteracy work. The elimination of illiteracy is to be implemented concurrently with the plans for elementary compulsory education. The goal is to basically eliminate illiteracy in small rural areas by 2000; reduce illiteracy in every village in pastoral areas by 8-10% annually and to basically eliminate illiteracy by 2010.

(c) The Tibetan language will be the primary language of instruction. In townships and villages, the Chinese language may also be used.

(d) The funds for the elimination of illiteracy will come from government subsidies, collective fundraising, social resources and individual donations.

(e) Neither State agencies nor enterprises may recruit or employ the illiterate as cadres or employees. Persons who are illiterate (and the subject of the Regulations) may not be promoted unless they are no longer illiterate.

6. ***Regulations of Huangnan Tibetan Autonomous Prefecture on Compulsory Education*** (effective November 1, 1999; adopted on June 5, 1999 by the Fifth Session of the 11th People's Congress of the Huangnan Tibetan Autonomous Prefecture and approved on September 24, 1999 by the 11th Session of the Standing Committee of the Ninth People's Congress of Qinghai Province).

(a) These Regulations have been formulated to implement the PRC Compulsory Education Law, taking into account the actual situation of the prefecture.

(b) The goal will be (i) by 2000 to implement nine years compulsory education in all townships and in the non-rural population throughout the prefecture, with six years compulsory education in Tongren and Jianzha Counties, and three or four years compulsory education in Zeku and Henan Counties, (ii) by 2005 to implement nine years compulsory education in Tongren and Jianzha Counties, and six

years compulsory education in Zeku and Henan Counties, and (iii) by 2010 to implement nine years compulsory education throughout the prefecture.

(c) All children who have reached the age of six shall enroll in schools and receive compulsory education for the prescribed number of years. In remote villages, the school age may be postponed to seven years. In pastoral areas, the school age may be postponed to eight years.

(d) No unit or individual may employ children who should receive compulsory education for child labor, farm work, shepherding or business activities or to be monks, nuns or apprentices studying Islamic classics.

(e) If a child cannot be enrolled or cannot continue studies due to family hardships, schools may reduce or waive miscellaneous fees and textbook fees, and the people's governments shall give appropriate subsidies to the school or individual student.

(f) It is an offense to use religion or superstition to obstruct compulsory education.

7. ***Regulations of Haibei Tibetan Autonomous Prefecture on Compulsory Education*** (effective January 1, 1990; adopted on April 14, 1989 by the Fifth Session of the Eighth People's Congress of Haibei Tibetan Autonomous Prefecture and approved on June 30, 1989 by the Ninth Session of the Standing Committee of the Seventh People's Congress of Qinghai Province).

(a) These Regulations have been formulated to implement the PRC Compulsory Education Law, taking into account the actual conditions of the prefecture.

(b) Schools are to promote and use Putonghua, which is commonly used throughout the country. Schools whose main student body consists of minorities may use the language commonly used by the minority in the locality as the language of instruction.

(c) The goals are by 1993 to make elementary education common and by 1997 to make junior high school education common in townships in the prefecture or county. On this basis, after three years of consolidation, nine years compulsory education will be implemented. With respect to agricultural areas, by 1995 elementary education will be common, and by 2000 more than half of the children will receive junior high school education, and by 2015 junior high school education will be common. On this improved basis, nine years compulsory education will be implemented. In the small rural areas of pastoral areas, by 2000 elementary education will be common, and at least one-third of children will have completed their junior high school education. In purely pastoral areas, boarding schools will be established. From 1990 to 2000, each village is to train a total of 150 qualified student graduates and shall actively normalize elementary education and implement the conditions to create a nine year compulsory education system.

(d) Youth between the ages of 13 to 15 who have the ability to study, but have not completed three years elementary education must receive education to eliminate illiteracy, and will also receive applied technical training. Youth under the age of 16 who have graduated from elementary school but cannot enroll in junior high school will continue to receive cultural and scientific education and applied technical training.

(e) All children who have reached the age of six shall enroll in school and receive compulsory education for the prescribed number of years, regardless of their sex or minority. In agricultural areas, the school age may be postponed to seven years. In pastoral areas, the school age may be postponed to nine.

(f) No unit or individual may employ children who should receive compulsory education as child labor, for farm work, shepherding or business activities.

(g) For children who cannot enroll in school or are unable to continue their studies due to economic hardship, their miscellaneous fees and textbook fees may be reduced or waived and the people's governments shall grant appropriate subsidies.

(h) It is forbidden to use religion to obstruct or hinder the implementation of compulsory education.

E. Sichuan Province.

1. ***Opinion Regarding the Fulfillment of the Goals of Basically Making Nine Year Compulsory Education Universal and Eliminating Illiteracy among Youths by 2010 (the “Goals Opinion”) and the Opinion Regarding the Further Speeding Up of the Development of Education in Areas where Minorities are Commingled (the “Commingled Areas Opinion”), each issued by the Provincial Department of Education and Provincial Department of Ethnic Affairs of Sichuan Province*** (issued on December 9, 2002, Chuanweiban [2002] No. 33, by the Sichuan Provincial Office of the Chinese Communist Party and the Office of the Sichuan Provincial People’s Government).

(a) *Summary of the Goals Opinion.*

(i) The goals are by 2005 to implement basic education and eliminate illiteracy and normalize nine years compulsory education in more than 23 counties (compared to six counties in 2001) so that the population receiving nine years compulsory education or for which illiteracy is eliminated in minority areas increases from 55% to 97% or more.

(ii) Minority education in ethnically commingled areas shall be given priority or should develop at the same pace as education in that area. Basically, by 2010, nine year compulsory education should be universal within the prefecture and illiteracy will be eliminated.

(iii) A stable investment plan is to be established to ensure investment in minority education. The target is to raise RMB300,000,000 each year. Scholarships, endowments and financial aid funds are to be established and improved so as to gradually offer students with financial hardships free textbooks, reduced or waived miscellaneous fees or textbook fees.

(iv) Bilingual language of instruction is to be promoted. Both the minority language and the Chinese language shall be used together as the languages of instruction. The teaching of Chinese is to be further strengthened so as to improve the Chinese language level and Putonghua levels of teachers and students. Schools with the conditions shall offer foreign language classes. The creation of teaching materials in minority languages is to be strengthened, and the costs required therefor shall be included in education budgets to subsidize the editing and translation, review and publication of minority language teaching materials.

(v) Education on the unity of minorities is to be strengthened. The Opinion notes that China has many minorities and that all schools at all levels should develop education on minority unity to strengthen minority unity, protect the unity of the Motherland and to oppose the separation of minorities. This education is an important content of education on patriotism, public morality and quality education.

(b) *Summary of the Commingled Areas Opinion.*

(i) The Opinion notes the difficulties of implementing compulsory education and eliminating illiteracy in the areas where there are several minorities. There are serious problems with school dropouts (due to economic difficulties or attitudes that schooling has no value), the school conditions are bad, the quality of teachers poor and inadequate, the development of professional technical education has been slow and there has been fewer sources of funding.

(ii) The governments in these areas are to establish special funds for minority education. The teaching staff are to be strengthened and their living and working conditions improved. Assistance from paired schools should be strengthened.

(iii) Boarding schools have been an effective way of speeding up minority education and should be further developed. Subject to actual needs, they should be established as soon as practicable in remote areas where the population is sparse and transportation is not convenient so as to effectively resolve the issue of school dropouts.

2. ***Supplementary Provisions of A Ba Tibetan and Qiang Autonomous Prefecture to Implement the Compulsory Education Regulations of Sichuan Province*** (effective April 6, 1998; adopted on December 13, 1997 by the First Session of the Eighth People's Congress of the A Ba Tibetan and Qiang Autonomous Prefecture, and approved on April 6, 1998 by the Second Session of the Standing Committee of the Ninth People's Congress of Sichuan Province).

(a) These Supplementary Provisions are to implement compulsory education, taking into account the actual circumstances of the prefecture. The prefecture implements a system of nine years compulsory education, with the basic school system of six years elementary education and three years junior high school education. In 2000, elementary education will be basically implemented throughout the prefecture. In 2010, junior high school education will be implemented.

(b) All children who have reached the age of seven shall enroll in school and receive compulsory education for the prescribed number of years, regardless of their minority or sex. Children of six years may be enrolled in schools in townships or villages that have the conditions to do so. In pastoral areas and high mountain areas where the population is sparse, the school age may be postponed to eight years. The school age may also be postponed due to other special reasons for individual children.

(c) Schools shall promote the use of Putonghua and the standard written language. Subject to actual circumstances, in the prefecture, bilingual instruction shall be supported. If the student body of elementary and middle schools are primarily Tibetan, schools may use Tibetan as the principal language. At the same time,

Chinese language classes will be provided. If the Chinese language is the primary language of instruction, at the same time, Tibetan language classes will be provided. Once the system of bilingual instruction is determined, it may not be changed at will. In the elementary and middle schools where the main student body is Tibetan and Tibetan is the language of instruction, each class must use the Tibetan teaching materials that have been distributed by the TAR, Qinghai, Gansu, Sichuan and Yunnan Provinces.

(d) The Prefecture supports the principle of the separation of education and religion. No organization or individual may advocate religion in school and may not use religion to obstruct the implementation of compulsory education.

3. ***Provisions of Ganzi Tibetan Autonomous Prefecture for the Implementing Regulations of Sichuan Province on Compulsory Education*** (effective May 28, 1991; adopted on December 21, 1990 by the 11th Session of the Standing Committee of the Sixth People's Congress of Ganzi Tibetan Autonomous Region, and approved by the 23rd Session of the Standing Committee of the Seventh People's Congress on May 28, 1991).

(a) These Provisions have been formulated to implement the PRC Compulsory Education Law, taking into account the actual situation of the prefecture. The prefecture implements a system of nine years compulsory education.

(b) All children who have reached the age of seven shall enroll in school and receive compulsory education for the prescribed number of years, regardless of their sex or minority. If possible, the school age may be six years. In remote rural and pastoral areas, the school age may be postponed to eight to ten years.

(c) No one may use religion or other means to obstruct the implementation of compulsory education. School age children may not be forced to enter temples to be monks. People's governments at all levels are to encourage those persons in the religious sector with culture and knowledge and who are keen on minority education to actively participate and support the establishment of schools.

(d) Schools shall actively promote bilingual languages of instruction, Tibetan (or Yi) and Chinese. If Tibetan (or Yi) students are the majority of the student body, then elementary and middle schools may use the Tibetan (or Yi) language as the primary language of instruction, and to offer Chinese language classes at the appropriate grades. If Han Chinese students are the main student body, elementary and middle schools may use Chinese as the primary language of instruction, and offer Tibetan (or Yi) language classes at the appropriate grades. All schools shall promote Putonghua.

(e) All schools shall comply with the teaching plans formulated by the prefecture's education administrative departments. The elementary and middle schools and the education administrative departments shall create their own teaching materials for the villages, and shall submit them to the prefecture's education administrative departments for approval.